

Question		Answer
Curriculum Framework 課程架構		
1.	Does the suggested lesson time allocated for scientific investigations imply for the requirement of conducting a large-scale 20-hour (Biology) or 10-hour (Combined Science) investigative study by students?	There is no indication of the requirement of conducting a large scale 20-hour (Biology) or 10-hour (Combined Science) investigative study. Teachers are suggested to use the time flexibly and appropriately for conducting scientific investigations at their own discretions. Students are expected to plan and conduct investigations through integrating knowledge and skill outcomes throughout the Biology course.
	課程中建議進行科學探究活動的課時，是否表示學生必須進行一個大型的 20 小時（生物）或 10 小時（組合科學）的探究研習？	課程沒有要求學生必須進行一個大型的 20 小時（生物）或 10 小時（組合科學）的探究研習。教師應自行決定，靈活及適當地運用建議課時，進行科學探究活動。在修讀生物課程時，我們期望學生透過綜合知識和技能的學習成果，能設計及進行科學探究。
2.	Are the breadth, depth and level of difficulty of the curriculum comparable with international standard and pitched at the level of ability of the NSS students?	The CDC-HKEAA Committee on Biology (the Committee) has carefully considered the curriculum to ensure its appropriateness in meeting the needs, interests and abilities of students as well as maintaining international standard. According to the results in the benchmarking exercises, the curriculum has a good coverage of content with all necessary components and comparable to international programmes in breadth and depth. The curriculum is also commendable in its commitment to the development of high-order-thinking skills as well as positive attitudes and values in students.
	課程的闊度、深度和難度是否達至國際水平及配合新高中學生的能力？	課程發展議會-香港考試及評核局生物委員會(委員會)已仔細考慮課程內容，務求課程既配合學生的需要、興趣和能力，亦能夠維持國際水平。 本課程得到海外課程機構的高度評價，認為課程內容取材完備，課程的闊度、深度亦與海外課程相若，且有助培養學生的高階思維及正面的價值觀和積極的態度。

3.	Will the existence of elective part narrow students' exposure of the subject matter?	The elective part aims to provide an in-depth treatment of some topics, an application of essential knowledge and concepts, or an extension of certain areas of study. The compulsory part is comprehensive and covers a range of content that enables students to develop understanding of essential and fundamental biological principles and concepts.
	學生對學科知識的接觸面會否因設立選修部分而減少？	選修部分的設立旨在為個別課題提供較深化的處理、知識和概念的應用，或延伸學習。必修部分涵蓋的內容則較為全面，讓學生理解主要及基礎的生物學原理和概念。
Assessment 評估		
4.	How to minimise teachers' workload related to SBA?	The Committee has considered various ways to minimise teachers' workload when implementing SBA, including allowing assessment of group task, adjusting the requirement of assessment, and streamlining the administrative arrangement.
	如何減低校本評核為教師帶來的工作量？	委員會已考慮各種方法，以減低校本評核為教師帶來的工作量，包括接受分組評核活動、調整評核的要求及精簡行政安排。
Supporting Measures 支援措施		
5.	Will there be sufficient equipment for implementing the new curriculum?	The reference lists of Furniture and Equipment for the subjects of NSS Biology and Combined Science (Biology part) have been uploaded to the webpage for teachers' reference. https://www.edb.gov.hk/en/sch-admin/sch-premises-info/furniture-equipment/primary-secondary-schools.html Schools are advised to deploy grants flexibly to purchase and update the necessary equipment.
	學校是否有足夠的實驗儀器和設備，以配合新課程的實施？	新高中生物科及組合科學科(生物部分)的家具及設備一覽表已上載教育局網頁供教師參考。 https://www.edb.gov.hk/en/sch-admin/sch-premises-info/furniture-equipment/primary-secondary-schools.html 學校宜靈活運用各項津貼，購置所需的儀器和設備。
6.	How can teachers find the list of recommended textbooks for SS Biology and Combined Science (Biology Part)?	The list can be found from the website: https://cd.edb.gov.hk/rtl/search.asp
	教師從何搜尋高中生物科及組合科學（生物部	教師可從以下網址找到有關資料： https://cd.edb.gov.hk/rtl/search.asp

	分) 的適用書目表?	
7.	Besides textbooks, how can teachers access to relevant learning and teaching resources?	Teachers can access to various learning and teaching resources from our website. https://www.edb.gov.hk/en/curriculum-development/kla/science-edu/ref-and-resources/biology.html
	除教科書外，教師從何獲得相關的學與教資源?	教師可從本組網頁找到不同的教學資源。 https://www.edb.gov.hk/tc/curriculum-development/kla/science-edu/ref-and-resources/biology.html

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